

Family and Work Connections

Curriculum Content Frameworks

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Curriculum Content Framework

Family & Work Connections

Grade Level: 7-8

Semester Course

Prerequisites: TP Foundation Core

CIP Code: 20.0115

Course Description: Family and Work Connections is a semester course where emphasis is placed on competencies related to: Family, Career and Community Leaders of America, personal development, family relationships, relationships, home environment, food and nutrition, wellness, resource management, responsible child care, clothing and appearance, and career preparation. Upon completion of this course, students should have attained skills for life that will help them function more efficiently as a family member, leader in the community, and wage earner.

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**Unit 1: Family, Career and Community Leaders of America
(4 Class Periods)**

Terminology: FCCLA, Leadership, Mission, Planning Process, STAR Events

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
1.1 Match terms related to Family, Career and Community Leaders of America		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
1.2 Write the meaning of the acronym FCCLA		Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Uses technical words and symbols [1.6.20]
1.3 State the overall mission of Family, Career and Community Leaders of America		Foundation	Reading	Draws conclusions from what is read [1.2.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

1.3 (cont'd)		Personal Management	Organizational Effectiveness	Analyzes mission statement, work objectives, and implementation plans [3.3.3]
1.4 Name reasons for belonging to Family, Career and Community Leaders of America	1.4.1 Determine benefits of belonging to FCCLA	Foundation Thinking	Reading Writing Creative Thinking	Draws conclusions from what is read [1.2.12] Presents answers/conclusions in a clear and understandable form [1.6.13] Forms opinion [4.1.7]
1.5 State requirements for active membership in Family, Career and Community Leaders of America		Foundation	Reading Writing	Distinguishes between fact and opinion [1.3.11] Presents answers/conclusions in a clear and understandable form [1.6.13]
1.6 Describe the FCCLA history, motto, colors, flower, creed, purposes, publications and national programs (including STAR Events)		Foundation	Reading Writing	Identifies relevant details, facts, and specifications [1.3.16] Writes logical and understandable sentences [1.6.23]

Unit 2: Personal Development
(10 class periods)

Terminology: Adolescence, consequences, decision, etiquette, goals, impression, needs, priorities, respect, responsibility, rights, self-concept, self-esteem, self-respect, values, wants

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
2.1 Match terms related to personal development		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/uses technical words and concepts [1.6.4]
2.2 Describe physical, intellectual, social and emotional changes during adolescence	2.2.1 Analyze social and emotional behavior	Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Presents answers/conclusion in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

2.3 Distinguish between needs and wants		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes appropriate entries [1.6.22]
2.4 Identify personal values		Foundation	Listening	Comprehends ideas and concepts related to personal values [1.2.1]
			Reading	Applies information and concepts derived from printed materials [1.3.3]
2.5 Order the steps in the decision making process		Foundation	Listening	Comprehends ideas and concepts related to the steps in the decision-making process [1.2.1]
			Reading	Draws conclusions from what is read [1.3.12]
			Writing	Organizes information into an appropriate format [1.6.10]
2.6 Explain guidelines for achieving goals		Foundation	Listening	Listens for content [1.2.3]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]

2.6 (cont'd)		Thinking	Science Writing Reasoning	Applies knowledge to complete a practical task [1.4.3] Presents answers/conclusions in a clear and understandable form [1.6.13] Sees relationship between two or more ideas, objects, or situations [4.5.5]
2.7 State behavior associated with independence	2.7.1 Plan responsible behavior	Foundation Thinking	Listening Reading Science Writing Creative Thinking Knowing How to Learn	Listens for long-term contexts [1.2.7] Analyzes and applies what has been read to a specific task [1.3.2] Describes/Explains scientific principles related to human maintenance/management [1.4.14] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Combines ideas or information in a new way [4.1.2] Applies knowledge and skills to plan responsible behavior [4.3.1]

2.8 Name forces that influence self-esteem		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Reasoning	Sees relationships between two or more ideas, objects, or situations [4.5.5]
2.9 Select proper etiquette for specific occasions	2.9.1 Explain the relationship between the use of proper etiquette and self-esteem	Foundation	Listening	Listens for content [1.2.3]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Integrity/Honesty/Work Ethic	Describes desirable worker characteristics [3.2.3]

Unit 3: Family Relationships
(5 class periods)

Terminology: Cope, crisis, family, family life cycle, functional family, life changes, siblings

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
3.1 Match terms related to family relations		Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6] Applies/uses technical words and concepts [1.6.4]
3.2 List major functions of a family		Foundation	Reading Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Summarizes written information [1.6.17]
3.3 Select characteristics of a strong, functional family	3.3.1 Plan ways families can have positive influence on the development of priorities and self-esteem	Foundation	Reading Science	Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to human development [1.4.14]

3.5 Name life changes that could impact family life	3.5.1 Plan coping strategies for specific life changes	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
			Writing	Summarize written information [1.6.17]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]; identifies continuing changes in male/female roles at home and work [3.1.7]
		Thinking	Problem Solving	Draws conclusion from what is read and gives possible solutions [4.4.4]

Unit 4: Relationships
(7-8 class periods)

Terminology: Body language, compromise, conflict resolution, consideration, conversation, gossip, listening skills, nonverbal communication, peer pressure, prejudice, relationships, stereotype, verbal communication

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
4.1 Match terms related to relationships		Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]
			Writing	Applies/used technical words and concepts [1.6.4]
4.2 State benefits of relationships		Foundation	Reading	Draws conclusion from what is read [1.3.12]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
4.3 Designate skills that build strong, effective relationships		Foundation	Listening	Listens for long-term concepts [1.2.7]
			Reading	Determines what information is need [1.3.10]
			Writing	Writes appropriate entries [1.6.22]

4.4 Match types of communication with correct definitions		Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]
			Writing	Applies/used technical words and concepts [1.6.4]
4.5 Select effective communication skills		Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Writing	Writes appropriate entries [1.6.22]
4.6 Name positive listening skills	4.6.1 Brainstorm benefits of being a good listener	Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]; contributes to group with ideas, suggestions, and effort [2.6.2]
		Interpersonal	Teamwork	Contributes to group with ideas, suggestions, and effort [2.6.2]
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]

4.7 Explain barriers to effective communications		Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Identifies relevant details, facts and specifications [1.3.16]
			Writing	Writes logical and understandable sentences [1.6.23]
4.8 Name qualities of a good friend	4.8.1 Describe a good friend	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Writing	Writes appropriate entries [1.6.22]; communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
		Personal Management	Self Esteem	Identifies personality assets [3.5.6]
		Thinking	Creative Thinking	Forms opinions [4.1.7]
	4.8.2 Analyze techniques for making and keeping friends	Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Follows written directions [1.3.13]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]

4.8 (cont'd)		Interpersonal	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Cultural Diversity	Respects others' personal values, cultures, and traditions [2.2.4]
4.9 Explain positive and negative peer pressure during adolescence		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
4.10 Name effective techniques for coping with peer pressure	4.10.1 Determine techniques for coping with peer pressure	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Analyzes and applies what has been read to specific task [1.3.2]
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]

4.10 (cont'd)		Personal Management Thinking	Self Esteem Knowing How to Learn	Develops/initiates a plan for self-improvement [3.5.4] Uses available resources to acquire new skills [4.3.4]
4.11 Distinguish between positive and negative methods of conflict resolution		Foundation	Reading Reasoning	Draws conclusions from what is read [1.3.12]; analyzes and applies what has been read to specific task [1.3.2] Uses logic to draw conclusion from available information [4.5.6]

Unit 5: Home Environment
(5 class periods)

Terminology: Conversation, dovetail, energy efficient, environment, intruder, nonrenewable resources, recycle, renewable resources, routine tasks, sanitary

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
5.1 Match terms related to home environment		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
5.2 Explain factors to consider when arranging personal and family living space	5.2.1 Plan arrangement of living space to meet needs	Foundation	Arithmetic/Mathematics	Draws to scale [1.1.20]; makes rough measurements [1.1.28]
			Listening	Listens to follow directions [1.2.6]
			Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]

5.2 (cont'd)		Thinking	Writing Creative Thinking	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Uses imagination to create something new [4.1.1]; applies personal style to a drawing [4.1.11]
5.3 State advantages of maintaining a clean, orderly home		Foundation	Reading Science Writing	Comprehends written information for main ideas [1.3.7] Describes/Explains scientific principles related to environmental issues [1.4.14] Presents answers/conclusions in a clear understandable form [1.6.13]
5.4 Chart routine tasks required to keep a home clean and orderly into daily, weekly, and periodical time periods	5.4.1 Plan routine home care for a family with teenage children and working parents	Foundation	Arithmetic/ Mathematics Listening	Constructs graphs/charts/tables [1.1.16]; applies mathematical principles related to time and energy management [1.1.4] Receives and interprets verbal messages [1.2.8]

5.5 (cont'd)			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
5.6 Select strategies for conserving resources inside and outside the home	5.6.1 Research effect of recycling on conservation of natural resources	Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]; records data related to conserving resources [1.4.22]
			Speaking	Asks questions to obtain information [1.5.4]
			Writing	Records data [1.6.16]; summarizes written information [1.6.17]
			Leadership	Directs individuals in the performance of a specific task [2.4.5]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]

5.7 Explain effects of conserving resources on future life	5.7.1 Plan ways to protect the future environment	Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Analyzes and applies what has been read to a specific task [1.3.2]
			Science	Analyzes environmental issues (ecology, pollution, waste management [1.4.2]
		Personal Management	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]; presents own opinion in written form in a clear, concise manner [1.6.14]
			Integrity/Honesty /Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
			Knowing How to Learn	Applies new knowledge and skills to plan environmental control [4.3.1]

5.7 Describe the effect of technology on home environment now and in the future		Foundation	Listening	Listens for long-term contexts [1.2.7]
			Reading	Draws conclusions from what is read [1.3.12]
		Thinking	Science	Analyzes environmental issues (ecology, pollution, waste management) [1.4.2]
			Writing	Summarizes written information [1.6.17]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 6: Foods & Nutrition
(12 class periods)

Terminology: Bake, beat, boil, chop, combine, cream, empty-calorie foods, food guide pyramid, fry, nutrient-dense foods, nutrient, preheat, nutrition, sanitation, sift, stir, well-balanced meal

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	
6.1 Match terms related to food and nutrition		Foundation	Reading Writing	Applies/Understands technical words that pertain to subject [1.3.6] Applies/Uses technical words and concepts [1.6.4]

6.3 State benefits of good nutrition		Foundation	Reading Science Writing Reasoning	Comprehe nds written informatio n for main ideas [1.3.7] Describes/ Explains scientific principles related to health [1.4.14] Summariz es written informatio n [1.6.17]

				Uses logic to draw conclusion from available information [4.5.6]
6.4 Name key (basic) nutrient groups		Foundation	Reading Writing	Determines what information is needed [1.3.10] Records data [1.6.16]
6.5 Chart key (basic) nutrient groups with sources and functions of each		Foundation	Reading Science Writing	Uses graphs/charts/tables to obtain factual information [1.3.21] Describes/Explains scientific principles related to carbon/organic chemistry [1.4.14]

				Organizes information into an appropriate format [1.6.10]
6.6 List basic food groups in the Food Guide Pyramid and daily requirements for each group		Foundation	Reading Writing	Uses graphs/charts/tables to obtain factual information [1.3.21] Writes appropriate entries [1.6.22]
6.7 Chart specific foods into food groups	6.7.1 Categorize specific foods into food groups	Foundation Thinking	Listening Reading Writing Knowing How to Learn	Evaluates oral information/presentation [1.2.2] Uses graphs/charts/tables to obtain factual information

				<p>[1.3.21]</p> <p>Writes appropriate entries [1.6.22]</p> <p>Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3.]</p>
6.7 State guidelines for selecting food that promotes good nutrition	6.8.1 Suggest ways families can promote good nutrition while meeting obligations of today's busy lifestyles	<p>Foundation</p> <p>Personal Management Thinking</p>	<p>Reading</p> <p>Science</p> <p>Writing</p> <p>Career Awareness, Development, and Mobility</p>	<p>Comprehends written information and applies it to a task [1.3.8]</p> <p>Describes/Explains scientific principles related to human maintenance/management [1.4.14]</p> <p>Summarizes written information</p>

6.8 (cont'd)			<p>Creative Thinking</p> <p>Knowing How to Learn</p>	<p>[1.6.17]; presents answers/ conclusion in a clear and understandable form [1.6.13]</p> <p>Analyzes impact of work on individual and family life [3.1.1]</p> <p>Finds new ways of dealing with existing problems/situations [4.1.5]</p> <p>Applies new knowledge and skills to plan nutrition</p>
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				guidelines [4.3.1]
	6.8.2 Plan daily menu to meet nutritional needs.	Foundation Thinking	Listening Reading Writing Creative Thinking Knowing How to Learn	Listens for content [1.2.3] Comprehen ds written information and applies it to a task [1.3.8] Organizes information into an appropriate format [1.6.10] Combines ideas or information in a new way [4.1.2] Uses available resources to acquire new skills

				or improve skills [4.3.4]
6.8 Designate safety and sanitation procedures to observe during storage and preparation of food	6.9.1 Analyze a hazardous kitchen	Foundation	Listening	Listens for content [1.2.3]
6.9 (cont'd)			Reading	Comprehends written information for main ideas [1.3.7]; distinguishes between fact and opinion [1.3.11]
			Science	
			Writing	
		Thinking	Knowing How to Learn	Follows safety guidelines [1.4.16]
				Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Applies new knowledge and skills

				to evaluate safety and sanitation procedures [4.3.1]
6.10 Identify basic kitchen equipment and utensils		Foundation	Reading Writing	Applies/understands technical words that pertain to subject [1.3.6] Applies/uses technical words and concepts [1.6.4]
6.11 State the meanings of abbreviations and basic preparation terms	6.11.1 Analyze a simple recipe	Foundation	Reading Creative Thinking	Draws conclusions from what is read [1.3.12] Forms Opinion [4.1.7]

6.12 List characteristics of nutrient dense snacks	6.12.1 Plan and prepare a nutrient dense snack	Foundation	Science Knowing How to Learn Reading	Applies knowledge to complete a practical task {1.4.3} Applies new knowledge and skills to plan nutritious snacks [4.3.1] Comprehends written
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				information and applies it to a task [1.3.8]
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**Unit 7: Wellness
(6-7 class periods)**

Terminology: Cope, eating disorder, emotions, fad diets, insomnia, nicotine, obesity, recreation, stress, substance abuse, underweight, wellness

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
7.1 Match terms related to wellness		Foundation	Reading	Applies/understands technical words that pertain to subject [1.3.6]
			Writing	Applies/used technical words and concepts [1.6.4]
7.2 Explain the meaning of wellness		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/explains scientific principles related to human homeostasis [1.4.14] Presents answers/conclusion in a clear and

			Writing	understandable form [1.6.13]
7.3 Select signs of sound physical, social, emotional, and mental health		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/explains scientific principles related to human homeostasis [1.4.14]
			Writing	Takes notes from various sources [1.6.18]; writes appropriate entries [1.6.22]
7.4 Name forces which promote sound physical, social, emotional, and mental health		Foundation Thinking	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Summarizes written information [1.6.17]
			Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
7.5 State benefits of exercise	7.5.1 Develop an exercise program for an adolescent	Foundation Thinking	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Summarizes written information [1.6.17]
			Reasoning	Extracts rules or principles from written information [4.5.4]

			Creative Thinking	Uses imagination to create something new [4.1.1]
7.6 List types of substances commonly abused		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
7.7 Explain reasons for substance use and abuse		Foundation	Listening	Listens for conversation [1.2.4]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
7.8 Select strategies that help individuals avoid substance use and abuse	7.8.1 Plan strategies to help individuals avoid substance use and abuse	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]

7.8 (cont'd)		Interpersonal	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Leadership	Organizes group in planning and performing a specific task [2.4.9]
			Teamwork	Works effectively with others to teach a common goal [2.6.6]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skill or improve skills [4.3.4]
7.9 List causes of obesity and being underweight	7.9.1 Research health problems associated with obesity and being underweight	Foundation	Arithmetic/Mathematics	Comprehends mathematical ideas and concepts related to caloric needs [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/explains scientific principles related to human weight gain/loss [1.4.14]
			Writing	Takes notes from various sources [1.6.18]; summarizes written information [1.6.17]
			Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

7.10 Designate guidelines for positive ways to lose or gain weight	7.10.1 Research health problems related to weight reduction, drugs and fad diets	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to caloric needs [1.1.13]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
	7.10.2 Describe effects of eating disorders		Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
7.11 State causes of stress		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/explains scientific principles related to health [1.4.14]
			Writing	Writes appropriate entries [1.6.22]
7.12 Distinguish between positive and negative stress		Foundation	Reading	Comprehends written information for main ideas [1.3.7]
			Science	Describes/explains scientific principles related to health [1.4.14]
			Writing	Writes appropriate entries [1.6.22]

7.13 Select techniques for stress management		Foundation	Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
		Thinking	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/explains scientific principles related to human maintenance/management [1.4.14]; applies knowledge to complete a practical task [1.4.3]
			Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
			Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]
			Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]
			Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
			Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

Unit 8: Resource Management
(6-7 class periods)

Terminology: Advertising, checking account, consumer, credit, decision, expense, fixed expenses, flexible expenses, income, management, organize, prioritize, resources, savings account, spending plan

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
8.1 Match terms related to resource management		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
8.2 Distinguish between human and material resources		Foundation	Reading	Identifies relevant details, facts, and specifications [1.3.16]
			Writing	Writes appropriate entries [1.6.22]
8.3 Designate techniques for effective time management	8.3.1 Brainstorm habits that waste time Explore time management tools and techniques	Foundation	Listening	Listens for conversation [1.2.4]
			Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to time management [1.1.13]
			Reading	Comprehends written information for main ideas [1.3.7]

8.3 (cont'd)		Thinking	Science Writing Reasoning	Describes/Explains scientific principles related to human maintenance/management [1.4.14] Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6] Uses logic to draw conclusions from available information [4.5.6]
8.4 Select goals of effective money management		Foundation Thinking	Arithmetic/ Mathematics Reading Writing Reasoning	Comprehends mathematical ideas and concepts related to money management [1.1.13] Draws conclusion from what is read [1.3.12] Writes appropriate entries [1.6.22] Sees relationship between two or more ideas, objects, or situations [4.5.5]
8.5 List sources of income		Foundation	Reading Writing	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Writes appropriate entries [1.6.22]

8.6 Name benefits of saving money		Foundation	Arithmetic/ Mathematics Reading Writing	Comprehends mathematical ideas and concepts related to money management [1.1.13] Comprehends written information form main ideas [1.3.7] Presents own opinion in written form in a clear, concise manner [1.6.14]
8.7 Order steps in developing a spending plan	8.7.1 Develop a spending plan	Foundation Thinking	Arithmetic/ Mathematics Listening Reading Writing Decision Making	Applies computation skills to develop a spending plan [1.15] Listens to follow directions [1.2.6] Identifies relevant details, facts, and specifications [1.3.16] Writes appropriate entries [1.6.22]; completes form accurately [1.6.7] Demonstrates decision-making skills [4.2.4]
8.8 Name forces that influence buying decisions	8.8.1 Analyze influence of advertising on buying decisions	Foundation	Listening Arithmetic/ Mathematics Reading	Listens for conversation [1.2.4] Comprehends the role of chance in the occurrence and prediction of events [1.1.12] Comprehends written information for main ideas [1.3.7]; distinguishes between fact and opinion [1.3.11]

8.8 (cont'd)		Thinking	Writing Reasoning	Presents own opinion in written form in a clear, concise manner [1.6.14] Uses logic to draw conclusions from available information [4.5.6]
8.9 Designate effective shopping skills		Foundation Thinking	Arithmetic/ Mathematics Reading Writing Reasoning	Comprehends mathematical ideas and concepts related to money management [1.1.13] Identifies relevant details, facts, and specifications [1.3.16] Summarizes written information [1.6.17] Uses logic to draw conclusions from available information [4.5.6]
8.10 Explain ways computers are used in home management	8.10.1 Plan computer use for home management	Foundation Interpersonal	Arithmetic/ Mathematics Reading Science Writing Teamwork	Comprehends mathematical ideas and concepts related to money management [1.1.13] Applies/Understands technical words that pertain to subject [1.3.6] Records data related to technology [1.4.22] Presents own opinion in written form in a clear, concise manner [1.6.14] Contributes to group with ideas, suggestions, and effort [2.6.2]

8.10 (cont'd)		Thinking	Creative Thinking	Uses imagination to create something new [4.1.1]
			Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

**Unit 9: Responsible Child Care
(10 Class Periods)**

Terminology: Attention span, caregiver, childproofing, cooperative play, dependable, developmental tasks, guidance, infancy, latch-key child, parallel play, preschooler, temper tantrum, toddler

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
9.1 Match terms related to responsible child care		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
9.2 Select characteristics of a responsible caregiver		Foundation	Reading	Applies information and concepts derived from printed materials [1.3.3]
			Writing	Writes appropriate entries [1.6.22]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]
9.3 Name basic needs of children		Foundation	Reading	Draws conclusions from what is read [1.3.12]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]

9.3 (cont'd)		Personal Management Thinking	Career Awareness, Development, and Mobility Problem Solving	Analyzes impact of work on individual and family life [3.1.1]; identifies continuing changes in male/female roles at home and work [3.1.7] Demonstrates logical reasoning in reaching a conclusion [4.4.2]
9.4 Chart stages of child development	9.4.1 Compare developmental tasks of children at various stages	Foundation	Arithmetic/ Mathematics Reading Science Writing	Comprehends mathematical ideas and concepts related to progression [1.1.13] Comprehends written information and applies to a task [1.3.8] Applies scientific principles related to human development [1.4.5] Writes appropriate entries [1.6.22]
9.5 List five areas of development	9.5.1 Describe the five areas of development	Foundation	Reading Writing	Analyzes and applies what has been read to specific task [1.3.2] Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23] Records data [1.6.16]
9.6 Explain value of play for children		Foundation	Listening	Receives and interprets verbal messages [1.2.8]

			Reading	Applies information and concepts derived from printed materials [1.3.3]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Writes appropriate entries [1.6.22]
9.6 Select play activities suitable for children of various ages	9.7.1 Plan play activities suitable for children of various ages	Foundation	Listening	Responds non-verbally to conversation [1.2.9]; listens to follow directions [1.2.6]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human development [1.4.14]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Thinking	Knowing How to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]

9.8 (cont'd)	9.8.3 Analyze age-appropriate toys for safety	Foundation Thinking	Listening Reading Knowing How to Learn	Listens for content [1.2.3]; listens to follow directions [1.2.6] Analyzes and applies what has been read to a specific task [1.3.2] Applies new knowledge and skills to analyze situations [4.3.1]
9.9 Explain ways to handle emergencies when caring for children	9.9.1 Demonstrate basic first aid techniques	Foundation Interpersonal Personal Management	Listening Reading Science Speaking Writing Coaching Responsibility	Receives and interprets verbal messages [1.2.8] Identifies relevant details, facts, and specifications [1.3.16] Follows safety guidelines [1.4.16] Organizes ideas and communicates oral messages to listeners [1.5.7] Summarizes written information [1.6.17] Helps others learn new skills [2.1.3] Pays close attention to details [3.4.8]

Unit 10: Clothing and Appearance
(7 class periods)

Terminology: Accessories, acne, care label, classics, clothing, comparison shopping, dermatologist, fad, first impression, hang tag, hygiene, impulse buying, iron, press, wardrobe

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
10.1 Match terms related to clothing and appearance		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
10.2 Designate habits that promote good hygiene	10.2.1 Plan positive hygiene habits	Foundation	Listening	Evaluates oral information/presentation [1.2.2]
			Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
		Thinking	Reasoning	Uses logic to draw conclusion from available information [4.5.6]

10.5 Describe appropriate dress for specific occasions	10.5.1 Plan clothing for specific occasions	Foundation Thinking	Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Comprehends written specifications and applies them to a task [1.3.9]
			Speaking	Organizes ideas and communicates oral messages to listeners [1.5.7]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
			Creative Thinking	Finds new ways of dealing with existing problems/situations [4.1.5]
			Knowing How to Learn	Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3]
10.6 Designate characteristics of quality clothing	10.6.1 Analyze quality of various pieces of clothing	Foundation	Listening	Listens for content [1.2.3]; listens to follow directions [1.2.6]
			Reading	Determines what information is needed [1.3.10]
			Speaking	Participates in conversation, discussion, and group presentations [1.5.8]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
			Coaching	Helps others learn new skills [2.1.3]

10.6 (cont'd)		Interpersonal	Leadership	Directs individuals in the performance of a specific task [2.4.5]
		Thinking	Knowing How to Learn	Uses available resources to apply new skills [4.3.6]
10.7 Name factors to consider when selecting clothing		Foundation	Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Writing	Presents answers/conclusions in a clear and understandable form [1.6.13]
10.8 Explain guidelines to follow when shopping for clothing	10.8.1 Analyze buying habits	Foundation	Arithmetic/ Mathematics	Comprehends mathematical ideas and concepts related to money management [1.1.3]; applies mathematical principles related to shopping skills [1.1.4]
			Listening	Receives and interprets verbal messages [1.2.8]; listens to follow directions [1.2.6]
			Reading	Draws conclusions from what is read [1.3.12]
			Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
		Thinking	Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]
10.9 Select basic guidelines for clothing care	10.9.1 Demonstrate simple clothing repair	Foundation	Reading	Identifies relevant details, facts and specifications [1.3.16]
			Writing	Writes appropriate entries [1.6.22]

Unit 11: Career Preparation
(2 class periods)

Terminology: Interview, job application, resume

CAREER and TECHNICAL SKILLS What the Student Should Be Able To Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
11.1 Match terms related to career preparation		Foundation	Reading	Applies/Understands technical words that pertain to subject [1.3.6]
			Writing	Applies/Uses technical words and concepts [1.6.4]
11.2 Compare family work patterns today with those in past generations	11.2.1 Survey several families with different work patterns	Foundation	Listening	Receives and interprets verbal messages [1.2.8]
			Reading	Uses written resources (books, dictionaries, directories) to obtain factual information [1.3.23]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Speaking	Asks questions to clarify information [1.5.3]
			Writing	Records data [1.6.16]; organizes information into an appropriate format [1.6.10]
		Interpersonal	Teamwork	Works effectively with others to reach a common goal [2.6.6]

11.2 (cont'd)		Personal Management	Career Awareness, Development, and Mobility	Identifies continuing changes in male/female roles at home and work [3.1.7]
11.3 Explain the relationship between work and family life	11.3.1 Describe effects of work on family life	Foundation	Reading	Comprehends written information and applies it to a task [1.3.8]
			Science	Describes/Explains scientific principles related to human maintenance/management [1.4.14]
			Writing	Presents own opinion in written form in a clear, concise manner [1.6.14]
		Personal Management	Career Awareness, Development, and Mobility	Analyzes impact of work on individual and family life [3.1.1]; Identifies continuing changes in male/female roles at home and work [3.1.7]
		Thinking	Reasoning	Sees relationship between two or more ideas, objects, or situations [4.5.5]

11.4 (cont'd)	11.4.2 Complete a sample job application	Foundation	Listening Writing	Listens to follow directions [1.2.6] Uses language, style, organization, and format appropriate to subject matter, purpose, and audience [1.6.19]
11.5 Discuss basic interview skills	11.5.1 Conduct a mock job interview	Foundation Thinking	Listening Speaking Creative Thinking	Comprehends ideas and concepts related to job interview skills [1.2.1] Participates in conversation, discussion, and group presentations [1.5.8]; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14] Prepares presentation based on subject research, interview, surveys [4.1.10]

Unit 1: FAMILY, CAREER, AND COMMUNITY LEADERS OF AMERICA

1. FCCLA (Family, Career, and Community Leaders of America) – an organization for students who are enrolled or have been enrolled in a Family and Consumer Sciences course for at least one semester.
2. Leadership – the ability to direct and influence others.
3. Mission – a statement that defines an organization's overarching purpose. The FCCLA Mission is to promote personal growth and leadership development through family and consumer sciences education. Focusing on the multiple roles of family member, wage earner, and community leader, members develop skills for life through-character development; creative and critical thinking; interpersonal communication; practical knowledge; and vocational preparation.
4. Planning Process – a simple five-step method to help FCCLA Chapter members and advisors plan individual, group, or chapter activities. The five steps are identify concerns, set a goal, form a plan, act, and follow-up.
5. STAR Events (Students Taking Action with Recognition) - competitive events in which FCCLA members are recognized for proficiency and achievement in chapter and individual projects, leadership skills and occupational preparation.

Unit 2: PERSONAL DEVELOPMENT

1. Adolescence – the period of increased growth and change between childhood and adulthood.
2. Consequences – results of a choice made or an action taken.
3. Decision – the act of making a choice or coming to a solution.
4. Etiquette – manners established by society.
5. Goals – something a person wants to have or to achieve, and is willing to work for.
6. Impression – effect produced on the mind or emotions.
7. Needs – something that you have to have in order to live.
8. Priorities – items that rank high in order of importance to an individual.
9. Respect – consideration.
10. Responsibility – an obligation or duty for which a person is held accountable.
11. Rights – special privilege, benefit, or personal favor to which one is entitled.
12. Self-Concept – the mental picture people have of themselves; their opinion about themselves.
13. Self-Esteem – the sense of worth a person attaches to oneself.
14. Self-Respect – the ability to hold oneself in high esteem.
15. Values – ideas about right and wrong and what is important in your life.
16. Wants – things that you would like to have but are not necessary for survival.

Unit 3: FAMILY RELATIONSHIPS

1. Cope– to use acceptable techniques to overcome difficulties, solve a problem, or adapt to a situation.
2. Crisis – An unstable or critical situation in which the outcome will make a decisive difference for better or worse.
3. Family – a person or group of persons joined together by blood, marriage, adoption, or other bonds who are committed to each other and provide emotional support.
4. Family Life Cycle – series of stages through which an average family passes.
5. Functional Family – family in which the members relate to each other in positive ways.
6. Life Changes – significant events that transform individuals and families.
7. Sibling – a brother or sister.

Unit 4: RELATIONSHIPS

1. Body Language – communication through body movements and gestures.
2. Compromise – coming to an agreement in which each person gives up something in order to get what they both want.
3. Conflict Resolution – the process of settling a conflict by cooperation and problem solving.
4. Consideration – the thoughtful concern for other people's feelings and opinions.
5. Conversation – Sharing ideas, thoughts, and feelings.
6. Gossip – talking about other people and their personal lives.
7. Listening Skills – the ability to hear and understand messages that are being sent; characterized by using eye contact, positive body language, and positive feedback.
8. Non-Verbal Communication – communication that uses factors other than words, such as gestures, facial expressions, eye contact, and body language.
9. Peer Pressure – persuasion to conform to the group and go along with group activities.
10. Prejudice – an unfair or biased opinion based on false or insufficient information.
11. Relationships – special bonds or links between people.
12. Stereotype – a belief that an entire group of people fit a fixed, common pattern—that they are alike in certain ways.
13. Verbal Communication – expressing ideas to others by using spoken words.

Unit 5: HOME ENVIRONMENT

1. Conservation – protecting the environment and natural resources against waste and harm.
2. Dovetail – fitting tasks together to make the best use of time; doing two tasks at the same time.
3. Energy Efficient – using less energy.
4. Environment – a person's surroundings and everything in them, including both human and non-human factors.
5. Intruder – someone who uses force to get into someone else's home.
6. Nonrenewable Resources – natural resources that can't replace themselves, and therefore are in limited supply.
7. Recycle – to reprocess resources to be used again..
8. Renewable Resources – natural resources that can renew or replace themselves over time
9. Routine Tasks – household cleaning tasks that have to be done every day or every week, or take place on a regular schedule.
10. Sanitary – being free from germs; being clean and healthy.

Unit 6: FOODS & NUTRITION

1. Bake – cook in the oven by dry heat without a cover.
2. Beat – to mix or stir quickly; bringing the contents of the bowl to the top and back down again.
3. Boil – to heat a liquid until bubbles rise to the surface; a method of cooking food in a boiling liquid.
4. Chop –to cut into small pieces.
5. Combine – to mix two or more ingredients together.
6. Cream – to blend until smooth and fluffy.
7. Empty Calorie Foods – foods that are high in calories and low in nutrients.
8. Food Guide Pyramid – a guide developed by the USDA for healthful eating that divides food into six groups, and indicates a range of the number of servings needed daily from each group.
9. Fry – cook in hot fat.
10. Nutrient-Dense Foods – a food that is rich in the nutrients your body needs to stay healthy.
11. Nutrient – chemical substances in food that help to maintain the body.
12. Nutrition – the study of nutrients and how they are used by the body.
13. Preheat – to heat the oven to the correct temperature before putting in the food.
14. Sanitation – maintaining a clean condition in order to promote hygiene and prevent disease.
15. Sift – to put a dry ingredient through a sieve or sifter to remove lumps.
16. Stir – move the ingredients in a circular motion to mix or prevent burning.
17. Well-Balanced Meal – attractive, appealing meal composed of a variety of foods that contain essential nutrients.

Unit 7: WELLNESS

1. Cope – to use acceptable techniques to overcome difficulties, solve a problem, or adapt to a situation.
2. Eating Disorder – extreme, unhealthy behavior relating to food, eating and weight.
3. Emotions – an individual's feelings which affect his or her everyday life and wellness.
4. Fad Diets – weight loss plans that are popular for a short time and often are based on unusual requirements, and promise immediate weight loss.
5. Insomnia – chronic inability to sleep.
6. Nicotine – an addictive stimulant drug found in tobacco plants.
7. Obesity – weighing twenty percent or more above desirable weight for height.
8. Recreation – activities that are relaxing, fun, and entertaining.
9. Stress – physical or psychological tensions and strain.
10. Substance Abuse – misuse of drugs that damage an individual's health and ability to function.
11. Underweight – ten percent or more below desirable weight for height.
12. Wellness – the process of acquiring and maintaining physical, mental, emotional, and social health.

Unit 8: RESOURCE MANAGEMENT

1. Advertising – a message to persuade consumers to purchase a particular product or service.
2. Checking Account – an account in which checks are written by a depositor directing a bank to pay a certain amount to a specific source.
3. Consumer – a person who uses goods and services.
4. Credit – an arrangement that allows consumers to buy goods or services now and pay for them later.
5. Decision – the process of making a choice.
6. Expense – the cost of goods or services.
7. Fixed Expenses – set costs that must be paid such as rent, insurance, and car payments.
8. Flexible Expenses – costs that do not stay the same, such as clothes and food.
9. Income – Money received that is available to spend and save.
10. Management – using resources effectively to achieve goals and solve problems.
11. Organize – to arrange in a logical order or pattern.
12. Prioritize – to rank in the order of importance.
13. Resources – something used to meet a goal.
14. Savings Account – an account in which a depositor sets money aside for future use.
15. Spending Plan – an orderly program for spending, saving, and investing the money you earn to achieve desired goals. Also called a budget or financial plan.

Unit 9: RESPONSIBLE CHILD CARE

1. Attention Span – the length of time a person can concentrate on any one thing.
2. Caregiver – a person that provides care for and meets the needs of someone else.
3. Childproofing – arranging the living environment to ensure that a child can play and explore safely.
4. Cooperative Play – activity in which children actually play with one another.
5. Dependable – trait of a person who is reliable or you can put your trust in.
6. Developmental Tasks – one of the skills that children learn at different stages of development. These tasks include physical, mental, social, emotional, and moral skills.
7. Guidance – help in learning acceptable behavior.
8. Infancy – period of childhood from birth up to one year.
9. Latch-Key Child – a child who regularly goes home after school to an empty house or apartment.
10. Parallel Play – activity in which children play side by side without interacting.
11. Preschooler – the period of childhood from three to five years of age.
12. Temper Tantrum - a sudden outburst of anger in which children may kick, scream, cry, or hold their breath.
13. Toddler – period of childhood from one to three years of age.

Unit 10: CLOTHING AND APPEARANCE

1. Accessories – additional items that are not necessary, such as shoes, belts, scarves, hats, socks, ties, and jewelry that are part of your wardrobe.
2. Acne – a skin condition caused by overly active oil glands.
3. Care Label – a label inside a garment describing its fiber content and how to care for it.
4. Classics – clothing styles that remain in fashion a long time.
5. Clothing – garments used to cover and/or protect the body.
6. Comparison Shopping – comparing products and prices in different stores before making a purchase.
7. Dermatologist – a doctor who treats skin disorders.
8. Fad – fashions that are very popular for a short time.
9. First Impression – the opinion that other people form about you the first time you meet.
10. Hang Tag – a tag providing information, such as price and size, on a garment to which it is attached.
11. Hygiene – practice of measures that promote health and prevention of disease, such as cleanliness and maintenance of the skin, hair, and nails.
12. Impulse Buying – making an unplanned or quick purchase without giving it much thought.
13. Iron – to remove wrinkles or smooth fabrics with a heated iron.
14. Press – raising and lowering the iron from one area to the next.
15. Wardrobe – a person's clothes, shoes, and accessories.

Unit 11: CAREER PREPARATION

1. Interview – a get-acquainted meeting between an employer and a job applicant.
2. Job Application – a form in which you supply information about yourself that will help an employer make a hiring decision.
3. Resume – a summary of your qualifications for a job.